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ABSTRACT

This edition contains two types of standards along with an interpretation of and/or reference to Georgia law or Georgia Board of Education policy. The first category includes standards that are required of either a school or local school system. The second category includes standards for field-test purposes from which future required standards will be drawn. System-level standards are classified as budget/finance; superintendent qualifications/responsibilities; personnel, including certification and infield requirements; length of school year; local board of education responsibilities; local system responsibilities; assessment and curriculum; facilities; transportation; and school food program. School-level standards are classified as principal qualifications/responsibilities; budget/finance/fund raising; personnel, including certification and infield requirements; length of school day; assessment and curriculum; interscholastic athletics; media centers; school food program; and facilities. Following these are administration and enforcement guidelines, an explanation of the development and evaluation process, standards classification, and an index. (MLF)

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Standards For Georgia Public Schools 1984

Georgia Department of Education

EA 017 111

Foreword

Georgia public schools and the Standards by which we evaluate them have changed and improved significantly since Standards were first adopted and applied 16 years ago by the Georgia Board of Education.

This edition of Standards represents still another effort to strengthen and keep current the measures of education programs in our state. The annual evaluation of the Standards themselves by Georgia Department of Education personnel, local educators, college personnel and lay citizens insures that Standards will remain current and relevant to the Georgia public education system. Consistent with that aim, this edition of Standards, as in the past, contains certain Standards to be applied only as field-test items.

The purpose of Standards is to establish a level of quality toward which school systems may work. Even though Standards have each year become more difficult to meet, schools and systems have accepted them as a challenge to improve education quality.

I am pleased at the progress we have made in recent years in both the Standards instrument itself and the efforts of schools and systems to achieve Standard rating. Both are strong evidence of our state's continuing commitment to good education for every Georgia student.

Charles McDaniel
State Superintendent of Schools

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The Standards Instrument
Its Composition, Use and Organization

This edition of *Standards for Georgia Public Schools* contains two types of Standards along with an interpretation and/or reference to Georgia law or Georgia Board of Education policy. The first category includes Standards which are required of either a school or local school system. The second category includes those Standards for field-test purposes.

The required Standards for a local school system are numbered 1 through 61 and are followed by system level Standards which are for field-test purposes only. These field-test Standards are identified by an "F" which preceeds the standard number and are numbered F76 through F81. The school level required Standards begin with 100 and end with 178. This section is also followed by the school level field-test Standards which begin with F186 and end with F191. All Standards are to be answered either yes, no or n/a.

This edition of *Standards for Georgia Public Schools* has been renumbered so that Standards which relate to the same topic appear close to each other. The system level Standards are organized into 10 general classifications.

1. Budget/Finance (numbers 1 - 9)
2. Superintendent qualifications/responsibilities (numbers 10 - 13)
3. Personnel—including certification and infield requirements (numbers 14 - 30)
4. Length of school year (numbers 31-32)
5. Local board of education responsibilities (numbers 33 - 36)
6. Local system responsibilities (numbers 37 - 46)
7. Assessment and curriculum (numbers 47 - 50)
8. Facilities (numbers 51 - 52)
9. Transportation (numbers 53 - 59)
10. School food program (numbers 60 - 61)

The school level Standards are classified in the following way.

1. Principal qualifications/responsibilities (numbers 100 - 103)
2. Budget/finance/fund raising (numbers 104 - 109)
3. Personnel—including certification and infield requirements (numbers 110 - 116)
4. Length of school day (numbers 117 - 119)
5. Assessment and curriculum (numbers 120 - 151)
6. Interscholastic athletics (numbers 152 - 156)
7. Media centers (numbers 157 - 162)
8. School food program (numbers 163 - 166)
9. Facilities (numbers 167 - 178)

The required Standards will be the basis for classifying a school or school system as either Standard (meets all requirements), Probationary Standard (does not meet all requirements but has an approved remediation plan on file) or Nonstandard (does not meet all requirements and does not have an approved plan on file).

The field-test Standards have been included after rigorous evaluation by local administrators, department staff and other educators during the evaluation process. From these field-test Standards future required Standards will be drawn. The field-test Standards will in no way effect a school or system's classification. The field-test Standards are subject to the same inquiry and documentation procedures as have been customary for all Standards during the existence of the Standards program. The Standards administrator or the directors of regional education services have the right of inquiry about any response to any Standard and may require documentation as appropriate. Through this field-testing and evaluation process, we will be able to determine more effectively the Standards which will help to ensure adequate educational opportunities to all students in Georgia.

Acknowledgment

This evaluation and revision of Standards was accomplished as a joint effort of Georgia Department of Education personnel, local educators and lay citizens.

A special thanks goes to those persons listed below who served on the External Standards Evaluation Committee.

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System Level
Standards for Georgia Public Schools

Following are the system level Standards approved by the Georgia Board of Education. Responses to each Standard are to be indicated yes, no or n/a. These Standards are required by the Georgia Board of Education of all systems. The Standards indicated by "F" preceding each Standard number are for field-test purposes only and will not affect the classification of a system.

_____ 1. Budgetary practices conform to all requirements of state law.

Interpretation: The system is conforming to all requirements of the uniform Budgetary and Accounting System established by Georgia Law 32-655a(20-2-282) and 32-666a (20-2-294).

_____ 2. The annual budget reflects that, as a minimum, local financial support provides the required local effort.

Interpretation: Georgia Law 32-639a(20-2-223) and Chapter III of the *Georgia Accounting Handbook for Local School Systems* comprise the legal and regulatory basis for ensuring that local school systems are contributing the required amount to the support of their local school system over and above amounts earned under state allotments.

_____ 3. The system keeps current and makes available to fiscal staff the *Georgia Financial Accounting Handbook for local School Systems.*

Reference: Georgia Law 32-665a(20-2-293); 32-666a(20-2-294).

_____ 4. The system's method of financial accounting has been approved by the Georgia Department of Education.

Reference: Georgia Law 32-665a(20-2-293) and Georgia Board of Education Policy (DIB).

_____ 5. The system of record-keeping conforms to and is compatible with the system recommended by the Georgia Board of Education.

Interpretation: The system of record-keeping is in conformity with the *Georgia Financial Accounting Handbook for Local School Systems*, applicable Georgia Laws 32-665a (20-2-293); 32-66a(20-2-294) and Georgia Board of Education Policies (DC and DI).

_____ 6. Financial reports are made monthly by the superintendent to the system board of education.

_____ 7. Financial records maintained by each principal are audited at least annually.

Interpretation: This audit must be for the year ending June 30 and must show beginning and ending balances and a summary of cash receipts and cash disbursements. The audit may be made by any competent system staff member who is not a member of the staff of the school being audited. If an external audit is made, the cost must be paid by the fund or funds being audited. Copies of the audit are available in the superintendent's and principal's offices for inspection.

_____ 8. All principals are bonded by the system in amount(s) sufficient to provide adequate protection for all funds collected in their schools.

Interpretation: The local board determines the sufficiency of said bond. Georgia Law 32-820(20-2-960).

_____ 9. The superintendent is bonded as required by law.

Interpretation: A bond in an amount determined by the local board must be secured and filed with the State Superintendent of Schools as required by Georgia Law 32-1005 (20-2-104) and Georgia Board of Education Policy (DH). A copy of the bond is available in the local superintendent's office.

_____ 10. The superintendent is paid a salary which is a higher monthly and annual salary than is paid any other member of the staff of the school system.

Interpretation: The superintendent, regardless of certification or experience, is paid more than any other member of the staff of the school system.

_____ 11. As a minimum, the superintendent holds certification at the master's level in administration and supervision.

Interpretation: Georgia Law 32-1004(20-2-102).

_____ 12. The superintendent has the responsibility for administering and enforcing the policies, rules and regulations of the board of education.

Reference: Georgia Law 32-907(20-2-57); 32-912(20-2-59); 32-1009(20-2-109).

_____ 13. The superintendent recommends actions to the board of education on all policy matters related to the operation of the schools.

Reference: Georgia Law 32-907(20-2-57); 32-912(20-2-59).

_____ 14. All professional personnel, except elected superintendents, are under written contract with the board.

Interpretation: Georgia Law 32-662a(20-2-290) and Georgia Board of Education Policy (GBD) require signed contracts for teachers, principals and other certified personnel.

_____ 15. All teachers are paid on the basis of a minimum salary schedule which is applicable to all teachers employed in the system. (In no case shall this be less than the state salary schedule.)

Reference: Georgia Law 32-656a(20-2-284) and Georgia Board of Education Policy (GBA).

_____ 16. Teachers earned are assigned to schools in conformity with state law.

Interpretation: Georgia Law 32-610a(20-2-157) refers to the allotment of instructional units and the amount of funds needed for payment of salaries of instructional personnel. State allotted teachers are assigned to schools based on the state formula of 1:20 (1-2 grades); 1:25 (3-12 grades).

_____ 17. The system has the services of a director/coordinator for execptional children.

Interpretation: A director/coordinator may be full or part-time but must hold certification in the leadership fields of either administration and supervision or director of special education. The following arrangements would meet this Standard.

1. Agreement with a CESA to furnish such services which must be, as a minimum, equal to the system's section 21 (d) 2 allotment.
2. Employment of a director/coordinator for the system.
3. Cross-system agreements for shared services which must be, as a minimum, equal to the system's section 21 (d) 2 allotment.

_____ 18. Each system level subject area specialist who works with teachers has at least fifth-year professional teaching and leadership certification appropriate to the area in which he/she is serving.

_____ 19. The system has the services of a designated attendance officer.

Interpretation: County or independent school system boards of education may employ attendance officers in lieu of visiting teachers. Such attendance officers must be paid wholly from funds of the county or independent school system board of education. Attendance officers are not eligible to participate in the Teachers Retirement System of the state. If a visiting teacher is employed, he/she must hold certification in the service field of school social work/visiting teacher. Attendance officers are not required to hold certification of any kind. Georgia Law 32-2110(20-2-695); 32-2113(47-3-62).

_____ 20. The system has the services of a director of instruction (curriculum director) who holds as a minimum the leadership certificate in administration and supervision.

Interpretation: The director of instruction (curriculum director) has responsibilities in the area of instructional leadership. This position may be full- or part-time and may serve more than one system. (Classroom teachers may fill this requirement with appropriate certification if their teaching responsibilities are no more than three hours per day.)

_____ 21. All professional personnel employed on a systemwide basis hold valid Georgia certificates and are employed in-field as required by Georgia Board of Education policy.

Interpretation: In the sense used here, the term professional personnel includes only personnel holding positions for which the Georgia Department of Education issues certification and includes all personnel who function in leadership and service fields. These personnel must hold the proper certificates as required by State Board Policy (GBBB) and Georgia Law 32-655a(20-2-282).

All persons holding the position of food service director prior to September 1, 1980, are exempt from this Standard provided such persons meet the annual advanced training requirements of the Georgia Department of Education.

All persons except those school food directors excluded above employed in the positions cited prior to September 1, 1980, and not holding proper in-field certification must earn 10 quarter hours in an approved college degree program annually until the proper certification is attained.

All persons employed after September 1, 1980, in the positions cited must hold the proper certification at the time of employment. Systems having personnel not fully certified must answer "no" in this Standard unless appropriate credit has been earned in an approved college degree program toward proper certification during the 12 months preceding September 1, 1981.

_____ 22. All professional personnel employeed in the system hold valid Georgia certificates.

Interpretation: Georgia Law 32-665a(20-2-282) and Georgia Board of Education Policy (GBBB). All professional personnel refers to all employees holding positions requiring Georgia certification.

_____ 23. All professional personnel employed in the system are working in their areas of certification.

Interpretation: The teaching in-field requirements are specified in the *Georgia Board of Education Policies and Executive Procedures Handbook* and Georgia Board of Education Policy (GBBB). All professional personnel refers to all employees holding positions requiring Georgia certification.

_____ 24. All auxiliary personnel employed in the system hold valid licenses.

Interpretation: The Georgia Board of Education defines auxiliary personnel as individuals in the education profession holding less than professional level certification. Georgia Board of Education Policy (GDBA).

_____ 25. All personnel are paid only by the board of education for services rendered on behalf of the school system.

Interpretation: Personnel refers to all employees of the system.

_____ 26. All teachers, principals, other certified professional personnel and all other school personnel are employed by the local board of education upon recommendation of the superintendent.

Interpretation: Georgia Law 32-662a(20-2-290) and Georgia Board of Education Policy (GBD) require the superintendent to recommend all personnel to be employed to the local board. This action is reflected in the local board minutes.

_____ 27. At the time of employment each employee is furnished a copy of the personnel policies appropriate to his/her employment.

Interpretation: Employee refers to all employees of the system, not just certified personnel.

_____ 28. A personnel file is maintained for each employee.

Interpretation: A personnel file on each employee of the system is available in the system office.

_____ 29. The school system has an organization chart which diagrams the lines of responsibility for each staff position.

_____ 30. Written job descriptions exist which outline the duties and working relationships of each administrative, supervisory and student services support position.

_____ 31. The length of the school year is at least 190 days for teachers.

Reference: Georgia Board of Education Policy (AE)

_____ 32. The length of the school year is at least 180 days for students.

Reference: Georgia Law 32-658a(20-2-287) and Georgia Board of Education Policy (AE)

_____ 33. Official meetings of the board of education are open to the public.

Interpretation: Georgia Law 32-908(20-2-520) requires that local boards of education annually determine the date of the monthly board meeting and publish the information in the official county organ. It further requires 40-3301(50-14-1) that except for the transaction of certain items of business the meetings are open to the public. Board minutes should reflect action taken to establish meeting dates, times and locations.

_____ 34. The local system board of education functions through the superintendent as executive secretary in accordance with the requirements of law.

Interpretation: The system superintendent is required by Georgia Law 32-907(20-2-57), and 32-912(20-2-59) to propose policy, keep necessary records and carry out actions of the board.

_____ 35. There exists a written statement of philosophy and purpose of the board of education which takes into consideration the cultural, health, occupational and recreational opportunities in the local community and gives direction to the education program.

_____ 36. The local board of education, under the leadership of the superintendent, has developed, adopted and maintains for the school system codified policies, including rules and regulations, which are contained in a written or printed handbook.

Interpretation: The policies include statements related to the following.

- Administration
- Professional ethics
- Program of education
- Fiscal matters (including transfer and disbursement of funds from school accounts)
- School plant and grounds
- School food and nutrition
- Transportation (Note: Systems which neither operate nor otherwise provide transportation are not required to have policies on transportation.)
- Student activities
- Selection, procurement and use of instructional materials and equipment, as well as copyright compliance and media committee establishment.

  Reference: Georgia Board of Education Policy (IFA)

- Personnel policies (including sick and personal leave for teachers and bus drivers)
- Pupil policies which include (1) promotion and retention and the circumstances and criteria under which a student may be promoted or retained; (2) attendance of married and/or pregnant students; (3) expulsion or suspension of pupils; (4) discipline of pupils and (5) special education of certain students.
- Nondiscrimination on the basis of race, color, national origin, sex, marital status, age, native language, religion, creed or handicap in educational programs and activities, admissions to facilities or in employment practices
- Fund raising activities
- Community input for planning and implementation of school programs
- Interscholastic athletics: The local board policy relating to interscholastic athletics must include the following provisions.

  A. The school prohibits the retention of students for athletic purposes.
  Reference: Georgia Board of Education Policy (IHE)

  B. The school prohibits students from participating in any combination of games greater than the game limit set for that sport by the Georgia High School Association.

  C. The following limitations are placed on all schools having students on teams in grade eight or below.
    - Teams having players in grades seven and eight must not play more than 60 percent of the number of regularly scheduled games played by the high school varsity in any given sport. (One tournament, not to exceed four games, may be played in addition to the regular season games.)
    - Teams having players below grade seven must not play more than 50 percent of the number of regularly scheduled games played by the high school varsity in any given sport. (One tournament, not to exceed four games, may be played in addition to the regular season games.)
    - Practices held in any sport on a day preceding a school day may not begin prior to the end of the regular school day and must end prior to 7:00 p.m.
    - Games played on nights preceding a school day may not begin prior to the end of the regular school day and must end prior to 7:00 p.m. Only one school day per week may be used by any team for interscholastic athletic games.

D. The following limitations are placed on all schools having students on teams in grade nine and above.
   - Ninth grade or "b" teams must not play more than 70 percent of the number of regularly scheduled games played by the high school varsity in any sport. (One tournament, not to exceed four games, may be played in addition to the regular season games.)
   - Students who participate in a ninth grade or "b" team football game may not participate in a varsity game the same week.

_____ 37. The school system provides assessment opportunities for its beginning teachers for certification purposes.

Interpertation: The Georgia Board of Education approved *Teacher Certification in Georgia* manual section on performance-based certification outlines the assessment procedures. Teachers who must be assessed are those on nonrenewable NBT and NT certificates. Assessments are required of all teachers who completed professional preparation at the bachelor's level on or after 5/1/80.

_____ 38. The school system either has an approved staff development plan for beginning teachers or it is participating in an approved CESA staff development program for beginning teachers which has been submitted for approval by the CESA for the system.

Interpretation: Staff development for beginning teachers is a component of the Performance-based Certification Program as adopted by the Georgia Board of Education. An approved staff development plan for beginning teachers is one that has been approved by the Georgia Department of Education. Eligible participants will hold a nonrenewable (NT) teaching certificate. To receive a nonrenewable certificate (NT), an applicant must make a qualifying score on the Teacher Certification Test on or after May 1, 1980. To qualify for a renewable Performance-based Teacher's Certification (PBT) for five years, the applicant must demonstrate satisfactory-on-the-job performance within a maximum of three years of employment in Georgia schools.

_____ 39. The school system has a policy which specifies the procedures for the systematic evaluation of all certified teaching and school service personnel.

Interpretation: All professionally certified teaching and service personnel in the system must be systematically evaluated for performance appraisal and professional development purposes. The policy must specify the procedure for informing personnel on what basis the evaluation will be made, who the evaluator(s) will be and how they will be trained to conduct the evaluation, how frequently the evaluation will be conducted, appropriate evaluation instrument(s), and a means of evaluating the results. This annual evaluation process has been completed prior to the issuance of contracts for the ensuing school year.

_____ 40. The school system has a policy which specifies the procedures for the systematic evaluation of all certified leadership personnel (administrators and supervisors, except elected superintendents). This annual written evaluation must be based on the local job description and provide an opportunity for the evaluator(s) and the evaluatee to discuss the results of the evaluation. Staff development must be provided to address any needs identified.

Interpretation: All professionally certified leadership personnel in the system must be systematically evaluated for performance appraisal and professional development purposes. The policy must specify the procedure for informing personnel on what basis the evaluation will be made, who the evaluator(s) will be and how they will be trained to conduct the evaluation, how frequently the evaluation will be conducted, appropriate evaluation instrument(s), and a means of evaluating the results. The evaluation process has been completed prior to the issuance of contracts for the ensuing school year.

_____ 41. The school system has a staff development plan which provides opportunities for all certified teachers, administrators (except elected superintendents), supervisors and student services support personnel to improve in those competency areas identified as needs during the evaluation process.

Interpretation: Local school systems are not required by Georgia Board of Education policy to submit local staff development plans to the Georgia Department of Education for approval unless they are requesting state staff development funds. For Standards purposes, a staff development plan is a written plan that has received local board of education approval and does not necessarily involve state staff development funds. All personnel need not be involved each year.

_____ 42. The system has developed and implemented a records retention program and is following that program.

Interpretation: The Georgia Records Act of 1972, as amended, sets the policy and procedure to implement a Records Management Program. Section II of the act extends this authority to local school systems for the purpose of establishing and implementing records retention schedules which prescribe where and in what form a record must be kept and when a record may be destroyed. Such retention schedules, when approved by the State Records Committee, has the same force and effective as law and relieve a public official from any liability.

A copy of the Georgia Records Act and information about the Records Management Program may be obtained from Records Management Division, Department of Archives and History, 330 Capitol Avenue SE, Atlanta 30334, or Regional Education Services Division, Georgia Department of Education, 1662 Twin Towers East, Atlanta, 30334, Regional Education Services Division.

_____ 43. The school system has a planned, developmental guidance program based on identified student needs and a plan for continuous program evaluation.

Interpretation: The school system has a local plan for guidance and counseling on file in the system office. Also, a copy of the plan must be submitted to the Georgia Department of Education for review. The plan reflects the components of a comprehensive guidance program and is updated as needed. Georgia Board of Education Policy (JE).

_____ 44. The system maintains an annual inventory of all equipment having an estimated useful life of more than on year having a unit cost of $300 or more.

Reference: Georgia Law 32-665a(20-2-293).

_____ 45. The system maintains a list of qualified substitutes which is used in filling vacancies to exceed 10 days and, to the extent possible, those vacancies of less than 10 days.

Reference: Georgia Board of Education Policy (GBRJ) and Georgia Law 32-655a.1 (20-2-283).

_____ 46. There is a written school disaster plan for each school in the system. This plan provides for periodic drills for emergencies arising from natural or human disasters. Each school in the system has a copy of the plan.

Interpretation: The local school system has developed disaster plans based on information from the state fire marshal's office and the Civil Defense Division. A copy of the plan is available in each principal's office. (Life Safety Codes, 1967, Section 17-3112, requires eight fire drills per year.)

_____ 47. Student achievement in reading and mathematics at the system level meets or exceeds the following conditions.

Fourth Grade Reading

A. The system mean scale score on the fourth grade criterion-referenced test in reading must be equal to or above 201.00.*

or

B. Progress in reading is documented. Progress is defined as at least a one point gain in the mean scale score. Gain is measured against the average scale score for the previous three years of testing.

or

C. The local school system must develop and implement a remediation plan designed specifically for the deficiencies identified in the testing program. The remediation program must be monitored and revised as needed each year until the Standard is met by condition A or B.

Fourth Grade Mathematics

D. The system mean scale score on the fourth grade criterion-referenced test in mathematics must be equal to or above 200.00.*

or

E. Progress in mathematics is documented. Progress is defined as at least a one point gain in the mean scale score. Gain is measured against the average scale score for the previous three years of testing.

or

F. The local school system must develop and implement a remediation plan designed specifically for the deficiencies identified in the testing program. The remediation program must be monitored and revised as needed each year until the Standard is met by condition D or E.

Eighth Grade Reading

G. The system mean scale score on the eighth grade criterion-referenced test in reading must be equal to or above 195.00.*

or

H. Progress in reading is documented. Progress is defined as at least a one point gain in the mean scale score. Gain is measured against the average scale score for the previous three years of testing.

or

I. The local school system must develop and implement a remediation plan designed specifically for the deficiencies identified in the testing program. The remediation program must be monitored and revised as needed each year until the Standard is met by condition G or H.

Eighth Grade Mathematics

J. The system mean scale score on the eighth grade criterion-referenced test in mathematics must be equal to or above 199.00.*

or

K. Progress in mathematics is documented. Progress is defined as at least a one point gain in the mean scale score. Gain is measured against the average scale score for the previous three years of testing.

or

*Scale scores are used in order to permit comparisons across years even though new test forms are continuously used. The scale scores listed correspond to the original percent of objectives first used in 1980-81.
Note: Special education students who meet the Georgia Board of Education approved criteria for exemption from statewide testing are excluded. (Georgia Board of Education Policy II).

L. The local school system must develop and implement a remediation plan designed specifically for the deficiencies identified in the testing program. The remediation program must be monitored and revised as needed each year until the Standard is met by condition J or K.

Interpretation: Using the Georgia criterion-referenced tests in reading and mathematics for grades four and eight, the system is achieving the specified minimum scale score in each subject area. This data will be available from the state student assessment program as well as in the local system.

A system not meeting either of the first two criteria may meet the Standard by having a documented plan of improvement in the basic skills. Many systems may already have in operation an educational improvement activity which may meet the criteria of the Standard. If not, the system must design and implement a plan which is aimed at improvement in reading and/or mathematics, depending on the system's deficiency. The plan must be approved and monitored by the system and the Georgia Department of Education and be revised as needed until the Standard is met by actual achievement.

Examples of plans which may meet the Standard include the following.

1. A comprehensive staff development program which addresses the teaching of reading and/or mathematics
2. A developmental Title IV-C or adoption/adaption project which addresses reading and/or mathematics
3. A project or program which involves some other validated improvement activity, such as IGE, IPI or Pegasus
4. A comprehensive education plan which provides for improvement of instruction in basic skills

_____ 48. The system has procedures which relate their student assessment results to curriculum review and revision.

Interpretation: School and system personnel use the results of the statewide testing program to identify needs and to plan instruction to meet the identified needs. All systems participate in statewide testing as authorized by Georgia Law 32-651a(20-2-263).

_____ 49. There is a system level curriculum guide for each subject listed below as a requirement of Standards 135 and 140 developed within the framework of the Georgia Board of Education adopted *Goals for Education in Georgia.*

K-8	9-12
English language arts	English language arts
Mathematics	Mathematics
Science	Science
Social studies	Social studies
Health and safety	Health and safety
Art	Art
Music	Music
Physical education	Physical education
	Foreign language
	Home economics
	Vocational education
	Drama

Interpretation: The curriculum guide identifies the local education goals and objectives, relates the content of the local curriculum to the goals and objectives and identifies methods for evaluating the extent to which goals and objectives are met. Guides are required only in those grades and subjects for which the state has published curriculum guides.

_____ 50. The system has a systematic method of assessing and revising all curriculum guides.

Interpretation: The plan and procedures for assessing and revising the written description of the instructional program (curriculum guides) should indicate how often this assessment will be conducted.

_____ 51. The system has a local facilities plan approved by the Georgia Board of Education.

Interpretation: Georgia law 32-648a(20-2-250) and Georgia Board of Education Policy (FEF).

_____ 52. Buildings and/or classrooms constructed since 1952 conform to all state laws and applicable policies of the Georgia Board of Education.

Interpretation: N/A if no buildings or classrooms were constructed after 1952 but prior to July 1, 1981. Buildings occupied and/or used by students which were constructed since 1952 but prior to July 1, 1981, without Georgia Department of Education approved plans may be in compliance with this Standard provided (1) there is an appropriate occupancy permit from the state fire marshal's office for such building; (2) any future renovations or modifications to such buildings and/or classrooms result in the entire structure being brought into compliance with the Standard; and (3) plans and specifications for the existing facility are on file with the State Superintendent of Schools. Georgia Law 32-909 (20-2-520); 84-321(43-4-14); 97A-711(25-2-14) and Georgia Board of Education Policy (FEF).

_____ 53. All regularly employed school bus drivers passed an annual physical examination.

Interpretation: N/A for systems not operating a transportation program. Every driver of a school bus must have been examined by a licensed doctor of medicine within 60 days prior to the date of employment and must be examined each succeeding school term in accordance with the approved examination form (DE 0514) prescribed by the Georgia Board of Education Policy (ED) and the *Georgia Pupil Transportation Procedures Manual.*

_____ 54. All public school bus drivers hold valid and appropriate Georgia driver's licenses.

Interpretation: N/A for systems not operating a transportation program. Every driver of a school bus is required to obtain a Class 3 license. A driver with a Class 1 license and a Class 3 instructional permit may drive a school bus prior to obtaining a Class 3 license. Georgia Traffic Law 68B-204(40-5-23) and *Georgia Pupil Transportation Procedures Manual.*

_____ 55. The system requires that each school bus driver discontinue driving a public school bus at the end of the school year in which he/she reaches age 65.

Interpretation: N/A for systems not operating a transportation program. For the purpose of administration, an employed bus driver who reaches the age of 65 years on or after July 1 may continue to drive until the following June 30. Georgia Board of Education Policy (ED) and *Georgia Pupil Transportation Procedures Manual.*

_____ 56. Buses are purchased using competitive bidding procedures and specifications prescribed by the Georgia Board of Education.

Interpretation: N/A for systems not operating a transportation program or who do not own their own buses. Georgia Law 32-425a(20-2-1073); 68-1667(40-8-112) and Georgia Board of Education Policy (ED).

_____ 57. The system complies with the Georgia Board of Education Policy on maximum bus loads.

Interpretation: N/A for systems not operating a transportation program. The loading limit of any school bus does not exceed 20 percent of the manufacturer's rated seating capacity of the bus. Georgia Board of Education Policy (ED) and *Georgia Pupil Transportation Procedures Manual.*

_____ 58. The system insures that all school buses are inspected locally at least monthly and by the Georgia Department of Public Safety at least annually. All inspection stickers are kept valid. N/A for systems not operating a transportation program.

_____ 59. Transportation both to and from school is available for all students who live more than 1½ miles from school.

Interpretation: N/A for systems not operating a transportation program. Georgia Law 32-625a(20-2-187), Georgia Board of Education Policy (ED) and *Georgia Pupil Transportation Procedures Manual.*

_____ 60. An approved school food and nutrition program is available in each school in the system. As a minimum, the school lunch program is offered.

Interpretation: An approved school food and nutrition program is one that has the approval of the Georgia Department of Education under the National School Lunch Act of 1946 and the Child Nutrition Act of 1966. It may include school lunch, school breakfast and special milk.

_____ 61. The system board of education controls the operation of the school food service program.

Interpretation: All management functions are the direct responsibility of the local board of education or are delegated to board of education employees. Functions include personnel, facilities, procurement, training and the like.

No private vendors operating for a profit may directly or indirectly control any of the management functions cited here or any other management functions.

The numbers 62 through 75 are reserved for future required Standards which may be added as a result of field-testing and the evaluation procedure.

Field-Test Standards
System Level

_____F76. Any teacher vacancy within the last 12 months which was projected to last longer than 45 days has been filled by a substitute teacher holding a valid Georgia certificate.

_____F77. All school bus drivers will satisfactorily complete a course of study and training approved by the Georgia Department of Education prior to driving a school bus used to transport children to or from school or school related activities.

Interpretation: N/A for systems not operating a transportation program. The course of study and training will include but not be limited to the proper methods of performing the skills required to operate a school bus safely. In addition, all school bus drivers must attend annual in-service training and safety programs provided by the Georgia Department of Education. The Department may require participation in safety and training programs provided by others if such programs are available. In emergency situations after the school year begins, substitute bus drivers will not drive more than 15 days prior to enrolling in this program. Georgia Law 20-2-187(e).

_____F78. The superintendent holds, at a minimum, the L-6 certificate in school administration.

Interpretation: Any superintendent in office at the time this Standard becomes required and who holds a life or renewable L-5 certificate in administration is exempt from this Standard and may respond N/A.

_____F79. All currently practicing principals in the system have completed the training on the Teacher Performance Appraisal Instrument (TPAI) for on-the-job assessment of teachers and hold, or are eligible for, the certification endorsement in data collection.

Interpretation: Newly appointed principals (within the last year) may meet this Standard by showing evidence of enrollment in the training at their Regional Assessment Center.

_____F80. The system's method(s) of attendance accounting has/have been approved by the Georgia Department of Education.

Interpretation: The system has requested and received approval from the Modified Attendance Plan Committee for the use of a modified plan or is using the standard school attendance registers provided by the Georgia Department of Education. A modified plan may be implemented in some schools and not in others. Georgia Law 32-515(20-2-38) and Georgia Board of Education Policy (EFAA).

_____F81. The system has the services of a director/supervisor/coordinator for school food and nutrition who holds as a minimum the BSL-4 certificate in school lunch.

Interpretation: All persons holding the position of food service director prior to September 1, 1980 are exempt from the certification requirement of this Standard but must meet the annual advanced training requirement of the Georgia Department of Education (30 clock hours).

The numbers F82 through F99 are reserved for the addition of field-test Standards.

School Level
Standards for Georgia Public Schools

Following are the school level Standards approved by the Georgia Board of Education. Responses to each Standard are to be indicated yes, no or n/a. These Standards are required by the Georgia Board of Education of all schools. The Standards indicated by an "F" preceding the Standard number are for fact-finding purposes only and will not affect the classification of a school.

_____ 100. The school is administered by a principal who holds as a minimum certification at the Master's level in administration and supervision.

Interpretation: Georgia Law 32-1004(20-2-102). The intent of this Standard is that each school is assigned a professionally certified principal whose responsibility is the overall supervision and administration of all facets of the schools operation during the regular school day. The principal may have additional school and/or system responsibilities; however, the principal may not serve more than one school.

_____ 101. The school with 15 approved classroom units or more provides the full-time services of a principal responsible for the supervision of instruction, administration, curriculum evaluation and community relations.

Interpretation: N/A for schools with fewer than 15 classroom units. A classroom unit is defined as an assigned teaching position regardless of the funding source.

_____ 102. The principal supervises all phases of the school program and all activities are under his/her conrol.

Interpretation: All phases of the school program include, but are not limited to, instructional program, interscholastic athletics and activities, fund raising of all school clubs/organizations, transportation, school food, curriculum and maintenance and operation of the school.

_____ 103. The principal is paid a higher monthly and annual salary than is paid any other member of the school staff.

Interpretation: The principal, regardless of months worked, certification held or experience, is paid more than any member of the school staff.

_____ 104. Each principal maintains adequate records of all funds collected and makes a complete financial report to the superintendent quarterly, accounting for all receipts and expenditures and giving a complete annual inventory of school- and system-owned property.

Interpretation: Georgia Law 32-822(20-2-962) requires each principal to make quarterly reports to the local board of education accounting for all receipts and expenditures of school funds during the preceding quarter. A complete property inventory listing for the preceding fiscal year must also be on file in the superintendent's office.

_____ 105. The principal supervises all fund-raising activities in the school. N/A if the school does not conduct fund-raising activities.

_____ 106. Transfer or disbursement by principals of funds from school-sponsored activities is made in accordance with local board policies.

Reference: Georgia Law 32-822(20-2-962).

_____107. All school receipts are handled through the principal's office.

Interpretation: The school has an internal accounting system which provides records of all school receipts. If receipts are handled through the central office, the school may answer yes to this Standard.

_____108. School personnel responsible for funds collection, disbursement and accountability are furnished written instructions for accounting.

_____109. Each school-sponsored fund-raising activity is approved in accordance with local board of education policy and conforms to policies of the Georgia Board of Education.

Interpretation: N/A if the school does not conduct fund-raising activities. An itemized list of planned activities may be submitted to the board annually or each activity may be approved in advance as it is scheduled. Games of chance and popularity contests are prohibited as fund-raising activities by Georgia Law 2-211 (Georgia Constitution Art. I, Sec. II. Par. XI) and Georgia Board of Education Policy (JKB). Local board minutes must reflect that action has been taken concerning fund-raising activities. Georgia Law 32-653a (20-2-280); 32-660a(20-2-288).

_____110. A written job description is available in the school for all administrative, supervisory and student services support personnel.

_____111. The school is following the system policy for the systematic evaluation of the school staff.

Interpretation: Staff refers to certified personnel as described in Standard 30.

_____112. A conference is held with the person evaluated to discuss the results of his or her evaluation. Completed evaluation forms are kept in the staff member's personnel file.

_____113. All professional personnel in the school are working in their area of certification.

Reference: See the teaching in-field requirements in the *Georgia Board of Education Policies and Executive Procedures Handbook*. Georgia Board of Education Policy (GBBB)

_____114. All professional personnel employed in the school hold valid Georgia certificates.

Interpretation: Georgia Law 32-665a(20-2-282) requires that no professional personnel be employed in the public schools of this state unless they hold certificates issued by the Georgia Board of Education certifying their qualifications and classification in accordance with such regulations. In the sense used here, all teaching positions in the school must be filled with professionally certified teachers. Schools having teaching positions which are filled with personnel holding less than professional certification (such as substitute teachers) must not answer yes to this Standard.

_____115. All auxiliary personnel in the school hold valid licenses.

Interpretation: N/A for schools not employing aides. Auxiliary personnel include paraprofessionals and aides who are required to hold valid licenses issued by the employing school system per requirements adopted by the Georgia Board of Education. Georgia Law 32-655a(20-2-282)

_____116. Each substitute teacher on the approved list holds as a minimum a high school diploma or equivalent.

Reference: Georgia Law 32-655a.1(20-2-283)

_____117. The length of the school day for students in kindergarten is at least two- and one-half hours for a one-half day program and at least four and one-half hours for an extended day program.

Interpretation: N/A for grades one through 12. Georgia Board of Education Policy (AF) and Georgia Law 32-653a(20-2-280); 32-660a(20-2-288)

_____118. The length of the school day for students in grades one through three is at least four- and one-half hours exclusive of recesses and lunch periods.

Interpretation: N/A for grades four through 12 and kindergarten. Georgia Board of Education Policy (AF) and Georgia Law 32-653a(20-2-280); 23-660a (20-2-288)

_____119. The length of the school day for students in grades four through 12 is at least six hours exclusive of recesses and lunch periods.

Interpretation: N/A if the state board has given approval for double sessions. N/A for grades kindergarten through three. For state attendance purposes a student in grades one through 12 must be in attendance for a minimum of three hours of instruction before being counted present. Georgia Board of Education Policy (AF)

_____120. The school provides regular screening procedures designed to identify children who need special programs and services and makes provisions for meeting the needs.

Interpretation: The school follows the local system's special education plan and/or participates in the system's Child Find procedures.

_____121. The school with a kindergarten program assesses all kindergarten students in language arts and mathematics during the academic year using either the Georgia Kindergarten CRT, a locally validated instrument or a commercially published instrument.

Interpretation: N/A for schools which do not contain kindergarten. Georgia Board of Education Policy (II)

_____122. The local school system objectives for career education in grades four and eight are keyed to the Georgia Criterion-referenced Test objectives.

Interpretation: N/A for schools which do not contain grades four or eight. Objectives tested by the Georgia CRT in career education for grades four and eight are contained in the local system instructional objectives and are keyed or identified in some manner as state test objectives. Georgia Board of Education Policy (II) and Georgia Law 32-651a(20-2-263)

_____123. The local school system objectives for reading are keyed to the first, fourth, eighth and 10th grade Georgia Criterion-referenced Test (CRT) objectives.

Interpretation: N/A for schools which do not contain grades one, four, eight or 10. Objectives tested by the Georgia CRT in reading for grades one, four and eight and by the high school basic skills reading tests are contained in the local system instructional objectives and are keyed or identified in some manner as state test objectives. Georgia Board of Education Policy (II) and Georgia Law 32-651a(20-2-261)

_____124. The local system objectives for mathematics are keyed to the first, fourth, eighth and 10th grade Georgia Criterion-referenced Test objectives.

Interpretation: N/A for schools which do not contain grades one, four, eight or 10. Objectives tested by the Georgia CRT in math for grades one, four and eight and by the

high school basic skills math tests are contained in the local system instructional objectives and are keyed or identified in some manner as state test objectives. Georgia Board of Education Policy (II) and Georgia Law 32-651a(20-2-261)

_____125. The English language arts instruction program in the school is based on the curriculum guide developed for the system within the framework of the Georgia Board of Education adopted *Goals for Education in Georgia.**

_____126. The mathematics instruction program in the school is based on the curriculum guide developed for the system within the framework of the Georgia Board of Education adopted *Goals for Education in Georgia.**

_____127. The science instruction program in the school is based on the curriculum guide developed for the system within the framework of the Georgia Board of Education adopted *Goals for Education in Georgia.**

_____128. The social studies instruction program in the school is based on the curriculum guide developed for the system within the framework of the Georgia Board of Education adopted *Goals for Education in Georgia.**

_____129. The health and safety education instruction program in the school is based on the curriculum guide developed for the system within the framework of the Georgia Board of Education adopted *Goals for Education in Georgia.**

_____130. The physical education instruction program in the school is based on the curriculum guide developed for the system within the framework of the Georgia Board of Education adopted *Goals for Education in Georgia.**

_____131. The drama instruction program in the school is based on the curriculum guide developed for the system within the framework of the Georgia Board of Education adopted *Goals for Education in Georgia.**

Interpretation: N/A if drama is not offered by the school.

_____132. The music instruction program in the school is based on the curriculum guide developed for the system within the framework of the Georgia Board of Education adopted *Goals for Education in Georgia.**

_____133. The art instruction program in the school is based on the curriculum guide developed for the system within the framework of the Georgia Board of Education adopted *Goals for Education in Georgia.**

_____134. The foreign language instruction program in the school is based on the curriculum guide developed for the system within the framework of the Georgia Board of Education adopted *Goals for Education in Georgia.**

Interpretation: N/A for elementary schools or middle schools in which foreign language is not offered.

_____135. The vocational education instruction program in the school is based on the curriculum guide developed for the system within the framework of the Georgia Board of Education adopted *Goals for Education in Georgia.**

Interpretation: N/A for schools not offering vocational education courses.

***Note:** Guides are required only in those grades and subjects for which the state has published curriculum guides.

_____ 136. The school containing any grade kindergarten through eight includes annually in its curriculum offerings for each student at each grade level the following subject matter areas.

English language arts
Mathematics
Science
Social Studies
Health and Safety
Art
Music
Physical Education

Note: Art and music need not be taught to all students at each grade level in grades five through eight but must be offered.

Interpretation: N/A for grades 9-12. Teachers' daily schedules, planning books and/or student permanent records reflect the courses taught and evidence of participation.

_____ 137. All students in grades kindergarten through six have at least 30 clock hours of instruction annually in health education.

Interpretation: N/A for grades seven through 12. Georgia Law 32-1901(20-2-1030)

_____ 138. All students in grades seven and eight have at least 90 clock hours of instruction in health education during those two years with no less than 30 clock hours of instruction in either grade.

Interpretation: N/A for schools which do not contain grade seven or eight. Georgia Law 32-1901(20-2-1030)

_____ 139. The health education curriculum in grades five and above includes instruction in the potential hazards of tobacco, alcohol and drug use, misuse and abuse.

Interpretation: N/A for grades K-4. Georgia Law 32-1901(20-2-1030)

_____ 140. Every student in grades kindergarten through eight receives at least 60 clock hours of instruction per school year in physical education.

Interpretation: N/A for grades nine through 12. Kindergartens operating less than a full day may use a proportionate amount of time. Students may not exempt this instruction or substitute courses in other areas for it. Daily recess play does not meet this Standard.

_____ 141. To allow students in grades 9-12 opportunities for instruction in the Georgia core curriculum, the high school offers instruction in the following elective and/or required subject areas on a regularly scheduled basis.

Foreign Language
Home Economics
Computer Technology
and/or Fine arts
and/or Vocational Education
English Language Arts
Mathematics
Science
Social Studies
Health, Safety and
Physical Education

Interpretation: N/A for grades kindergarten through eight. A regular basis does not necessarily mean every quarter, semester or year. Courses taught on a rotating basis must have a history of consistent offering or there must be a written plan for future offerings on a rotating basis.

_____ 142. The school insures that students entering ninth grade in 1984-85 and each year thereafter earn 21 Carnegie units in order to graduate from high school. 13 Carnegie units must be earned through the Georgia Core Curriculum with the remaining units earned either through local board of education requirements or elective areas of study.

Georgia Core Curriculum	Carnegie Units
English Language Arts	4
Mathematics	2
Science	2
Social Studies	3
One of these units must be from the American studies area (American history/government); one from citizenship education and the Principles of Economics/Business/Free Enterprise (one-half units for semester programs and one-third units for quarter programs); one of the units must be from the world studies area.	
Health, Safety and Physical Education	1
Computer Technology and/or Fine Arts and/or Vocational Education	1
State required units	13
Locally required or elective units	8
Total units required (minimum)	21

Any local system may require more than 21 units for graduation.

Interpretation: N/A for schools other than high schools. The school provides a course of study for students above the eighth grade level which permits each student the opportunity to meet all current high school graduation requirements established by state law and state board policy. If the local board of education has additional requirements for graduation, each student is also provided the opportunity to meet each of these requirements.

Unless local boards have adopted state-approved procedures for awarding credit in lieu of enrollment or credit for planned off-campus experiences, students may not exempt instruction in core areas of study; neither may students substitute courses for the core requirements. Georgia Board of Education Policy (IHF) and Georgia Law 32-657a (20-2-285); 32-660a(20-2-288); 32-408(20-2-11)

_____ 143. Before awarding a full Carnegie unit of credit (in 9-12 only) the school ensures that a minimum of 150 clock hours of instruction is provided in each subject area during the regular school year.

Interpretation: N/A for grades kindergarten through eighth and credit alternatives. Georgia Board of Education Policy (IHF) and Georgia Law 32-653a(20-2-280); 32-660a (20-2-288)

_____ 144. Before awarding a full Carnegie unit of credit, the school ensures that a minimum of 120 clock hours of instruction is provided in each subject area during the summer school session.

Interpretation: N/A for grades kindergarten through eight, schools which do not offer a summer school program and credit alternatives. Georgia Board of Education Policy (AEBA) and Georgia Law 32-644a(20-2-228); 32-653a(20-2-280); 32-660a(20-2-288)

_____ 145. The high school has at least one full-time certified guidance counselor.

Interpretation: N/A for schools other than high school.

_____ 146. Students in grades nine through 12 have access to vocational education programs designed to prepare them for future job entry or specialized postsecondary education.

Interpretation: N/A for schools which do not contain grades nine through 12. Georgia Board of Education Policy (IDAB) and Georgia Law 32-611a (20-2-155)

_____ 147. Every student and teacher participating in or visitor observing certain courses of instruction is provided and wears appropriate industrial quality eye protective devices.

Interpretation: N/A if the school does not teach lab courses which require protective eye devices. Georgia Board of Education Policy (JGFGB) and Georgia Law (32-4201)

_____ 148. If designated and approved by the Georgia Board of Education as a comprehensive high school or area vocational high school center, the school has a certified vocational supervisor.

Interpretation: N/A for schools not designated as comprehensive high schools or area vocational high school centers. Georgia Board of Education Policy (IDAB) and Georgia Law 32-611a(20-2-155)

_____ 149. All driver education classes are taught by a professionally certified teacher who holds the driver education endorsement.

Interpretation: N/A for schools which do not teach driver education. Georgia Board of Education Policy (GBBB) and the teaching in-field requirements specified in the *Georgia Board of Education Policies and Executive Procedures Manual.*

_____ 150. Vehicles used on public streets in the driver education program are equipped with dual controls, proper identification numbers, signs and rear view mirrors for the instructor.

Interpretation: N/A for schools which do not teach driver education. Vehicles used exclusively on driver ranges for driver education programs need not have special equipment other than a radio tuned to the range control tower frequency to enable a student to receive directions from the instructor.

_____ 151. All driver education vehicles used on public streets and highways are properly registered with the Motor Vehicle License Unit.

Interpretation: N/A for schools which do not offer driver education.

_____ 152. Interscholastic athletics of the school are under the supervision and control of the principal. N/A for nonparticipating schools.

_____ 153. All individual or group practice of interscholastic athletics is conducted after the end of the six-hour academic school day exclusive of recesses and lunch periods.

Interpretation: N/A for nonparticipating schools. The school day is organized for instruction of students and not for practice of interscholastic athletics. The intent of this Standard is to prevent the athletic program from interfering with the instructional program. It is expected that not only will the school schedule be planned so that practice sessions will be held after the end of the six-hour day, but also that physical education classes will not be designed to provide practice or instruction primarily geared to interscholastic athletics. No physical education class will be composed exclusively of varsity athletes. The enrollment in physical education classes for schools that sponsor competitive teams will be basically the same as in other physical education classes with regard to athletes and non-athletes and males and females. Exceptions to this Standard are Georgia High School Association (GHSA) sanctioned region and state tournaments, meets and matches held

during the school day. Examples of exceptions are track meets, golf, tennis and wrestling matches and baseball tournaments. Release of students to participate in a scheduled interscholastic GHSA contest will not be considered a violation of this Standard.

_____154. Scheduling of interscholastic athletics is accomplished by the principal or his/her designated staff member after careful consideration of the effect and impact of the activities upon the participants and the total school program.

Interpretation: N/A for nonparticipating schools. Both athletic contests and practice sessions should be scheduled in such a manner as not to interfere with students' participation in the total school program. Consideration should be given not only to the six-hour academic day but also to necessary study time and to opportunities for participation in other school activities.

_____155. Each student who participates in interscholastic athletics is examined annually, and as often thereafter as is deemed necessary, by a medical doctor or a doctor of osteopathy.

Interpretation: N/A for nonparticipating schools. The examining physician shall certify that the student appears physically fit for interscholastic athletics.

_____156. Interscholastic athletics are scheduled so that students' perparation for and performance of scholastic activities are neither supplanted nor detrimentally affected.

Interpretation: N/A for nonparticipating schools.

_____157. A systemwide handbook setting forth pertinent system philosophy, purposes and policies is available in the media center and in the principal's office to each professional staff member and/or any other interested party.

_____158. There is a school supplement to the system handbook which sets forth pertinent school philosophy, purposes and policies (including rules and regulations) consistent with those of the system. Each professional staff member has access to a copy of the supplement.

_____159. The school has a media center which is accessible to individual students and groups throughout each day of the school year.

Interpretation: N/A for kindergarten centers. Elementary schools with fewer than 400 students may answer yes to this Standard if the media center is open throughout the school day even though a media specialist is employed for only one-half time.

_____160. The school has a full-time, certified media specialist.

Interpretation: N/A for kindergarten centers. Elementary schools with fewer than 400 students may answer yes if they have a certified media specialist on at least a one-half time basis.

_____161. All school owned print and nonprint media and equipment, except basic textbooks, are organized and made available for use through the media center to individuals and to classrooms.

Interpretation: N/A for kindergarten centers. All books (except textbooks) and nonprint media must be organized and made available for use through the media center. The equipment referred to in the standard is instructional equipment necessary in order to use related instructional materials of all types, including computers and related accessories. Exceptions to the Standard include either items purchased with categorical funds (i.e. Chapter I and Special Education. . .) which are designated for use only by students for whom the funds were appropriated, and those materials and pieces of equipment useful only in one specific instructional content area (i.e. sewing machines, typewriters, carpentry tools, etc.)

_____ 162. All teachers using instructional television use the appropriate schedules and manuals accompanying the televised course of study. Such manuals are available to each individual teacher or in the media center.

Interpretation: N/A if no teacher uses ITV.

_____ 163. Each regularly employed school food and nutrition employee has a physical examination prior to the first day of work indicating physical capability to perform the specific job responsibilities and freedom from communicable disease. Each year the employee shall, as a minimum, receive a physician's statement or statement from a health department indicating freedom from communicable diseases.

Interpretation: Prior to the first day of work, a physical examination must be conducted certifying an employee's physical fitness to perform the duties for which employed and freedom of disease communicable through the handling of food. School food service funds may be used to reimburse the employee's cost for medical certification.

_____ 164. The sale of foods and beverages of minimal nutrition value, as defined in the federal school lunch and breakfast regulations, is prohibited on the school premises from the beginning of the school day through the end of the last lunch period.

The sale of competitive foods approved by the Secretary of the United States Department of Agriculture is allowed at the discretion of the School Food Authority, provided that the proceeds from the sale of such foods benefit the school's nonprofit meal program, the school or student organizations approved by the school.

Interpretation: USDA requires that beginning July 1, 1980, schools may not sell any food or beverages of minimum nutritional value until the end of the last lunch period. These products include carbonated beverages, chewing gum, candies with minimal nutritional value and water ices. Local systems at their discretion may be more restrictive. Georgia Board of Education Policy (EEF) and Georgia Law 32-657a(20-2-285); 32-660a (20-2-288)

_____ 165. The school has a school food service manager who has completed the core program of training-in-depth or who is currently enrolled in a training-in-depth program leading to the completion of the requirements of the core and/or advanced program.

Interpretation: The core program is sponsored by the Georgia Department of Education for school food managers and consists of four basic courses. Managers who have not completed the core program should be currently enrolled in a training-in-depth course leading to the completion of the core program; managers who have completed the core program must be enrolled in or must complete one advanced course every three years. Enrollment requires the school food manager to be (a) actually in the process of taking a course or (b) have an approved application for a course being taught September 1 through August 31.

_____ 166. Within the past 12 months, the school food service facility has been inspected and given a satisfactory rating by the local health department. The health department checklist is displayed in the cafeteria.

_____ 167. The amount and arrangement of space are adequate and appropriate for the seating and activities of the class assigned to occupancy.

_____ 168. All instructional programs are housed in locations in which they are neither disrupted by nor disruptive to other instructional areas.

_____169. All instructional service and support areas met applicable standards at the time of construction of the school.

Interpretation: N/A if buildings or classrooms were constructed after 1952 but before July 1, 1981. Buildings occupied and/or used by students which were constructed after 1952 but before July 1, 1981, without Georgia Department of Education approved plans may be in compliance with this Standard provided (1) there is an appropriate occupancy permit from the state fire marshal's office for such building; (2) any future renovations or modifications to such buildings and/or classrooms result in the entire structure being brought into compliance with the Standard; and (3) plans and specifications for the existing facility are on file with the State Superintendent of Schools. Georgia Law 32-909(20-2-520); 84-321(43-4-14); 92A-711(25-2-14) and Georgia Board of Education Policy (FEF)

_____170. The average daily attendance of the school is 120 percent of, or less than, the original building design capacity, including design capacity of additions, mobile classrooms and the like.

Interpretation: If there is an approved local comprehensive facility plan for the construction, renovation or provision of additional space to remedy the overcrowded condition, the Standard may be answered yes. The plan must include a construction schedule showing anticipated completion dates and indicate sources of funds.

_____171. Permanent certificates of occupancy for all buildings have been obtained from the office of the state fire marshal and are displayed in the building for which issued.

Interpretation: Photostatic copies should be made of certificates so that extra copies are immediately available in the event of loss or destruction.

_____172. Students with special physical needs have access to an outside entrance, the school cafeteria, media center, office and restroom facilities and all school programs.

Reference: Georgia Board of Education Policy (IDDFA, IDDFB) and P.L. 94-142

_____173. The elementary school, if constructed after July 1, 1981, using state funds, has an ADA of at least 200 students.

Interpretation: N/A for schools constructed totally with local funds, middle schools, secondary schools, isolated schools, schools built prior to 1981 and schools in systems with fewer than 200 total students in elementary grades. Georgia Board of Education Policy (FEF)

_____174. The middle or junior high school, if constructed after July 1, 1981, using state funds, has an ADA of at least 500 students.

Interpretation: N/A for schools constructed totally with local funds, elementary schools, secondary schools, isolated schools, schools built prior to 1981 and schools in systems with fewer than 500 total students in middle grades. Georgia Board of Education Policy (FEF)

_____175. The secondary school, if constructed after July 1, 1981, using state funds, has an ADA of at least 500 students.

Interpretation: N/A for schools constructed totally with local funds, elementary schools, middle schools, isolated schools, schools built prior to 1981 and schools in systems with fewer than 500 total students in secondary grades. Georgia Board of Education Policy (FEF)

_____176. The custodial service in the school is such that heating, ventilation, cleanliness and sanitation of the school promote a healthful, attractive environment for all students and staff.

_____177. There is a planned program of maintenance in the school to ensure that mechanical, plumbing and electrical equipment operates properly, and a plan exists for repairing any inoperable equipment.

_____178. There is a planned program of maintenance for the school to ensure that instructional equipment operates properly.

The numbers 179 through 185 are reserved for future required Standards which may be added as a result of field-testing and the evaluation procedure.

_____F186. The school ensures that each student in grades nine through 12 is scheduled for a minimum of five class periods for each day enrolled.

Interpretation: N/A for schools which do not contain grades nine through 12. State approved work-study, intern and other similar programs that award Carnegie units as well as block scheduling for courses like vocational education, and joint enrollment programs meet the requirements of this Standard even if students are off campus for part of the school day. Any student returning for a fifth year and needing less than four courses to be graduated is exempt.

_____F187. The middle school or junior high school has at least one full-time guidance counselor.

Interpretation: N/A for kindergarten or any school not designated a middle or junior high school in the *1985 Georgia Public Education Directory*. Middle or junior high schools with fewer than 400 students may answer yes to this Standard if a certified counselor is employed on a half-time basis.

_____F188. Schools housing grades four through 12 provide 180 six-hour days of instructional activity per year, in accordance with Georgia Law 20-2-287 and Georgia Board of Education Policy (AF). A school, however, may use a maximum of three of the 180 days for noninstructional activities.

The local board of education has adopted a policy limiting student absences to no more than seven days or 42 hours per year for school sponsored activities. (Note: No class period may be missed more than seven times per year for school sponsored activities.)

Interpretation: N/A for schools which do not contain grades four through 12. Instructional activity is defined as time spent on instruction provided or coordinated by a regular certified teacher or a supply teacher which relates directly to course content as defined in local system curriculum guides or locally adopted state guides. Testing, counseling (including parent-teacher conferences) and health screening are deemed to be instructional activity.

_____F189. Schools housing grades one through three provide 180 four- and one-half hour days of instructional activity per year, in accordance with Georgia Law 20-2-287 and Georgia Board of Education Policy (AF). A school, however, may use a maximum of three of 180 days for noninstructional activities.

The local board of education has adopted a policy limiting student absences to no more than seven days or 31.5 hours per year for school sponsored activities. (Note: No class period may be missed more than seven times per year for school sponsored activities.)

Interpretation: N/A for schools which do not contain grades one through three. Instructional activity is defined as time spent on instruction provided or coordinated by a regular certified teacher or a supply teacher with relates directly to course content as defined in local system curriculum guides or locally adopted state guides. Testing, counseling (including parent-teacher conferences) and health screening are deemed to be instructional activity.

_____F190. Each teacher in grades kindergarten through eight uses the state identified Basic Curriculum Content as the minimum curriculum at the prescribed grade levels.

Interpretation: N/A for schools which do not contain kindergarten through grade eight.

_____F191. Each teacher in grades nine through 12 uses the state identified Basic Curriculum Content as the minimum curriculum in the prescribed courses.

Interpretation: N/A for schools which do not contain kindergarten through grade 12

The numbers F192 through F199 are reserved for the addition of field-test Standards.

Administration and Enforcement Guidelines

Administration

The office of the State Superintendent of Schools is charged by policy (MK) of the Georgia Board of Education with evaluating schools on the basis of minimum Standards.

Education Accountability
Policy IAB

The Georgia Board of Education is charged with the responsibility of assuring that each citizen in Georgia is provided an adequate educational opportunity. The Georgia Board of Education believes the school and school system are responsible for providing an adequate educational opportunity for the citizens of the community. We believe teachers are responsible for the use of teaching practices appropriate to the students under their charge. We believe individual students are responsible for what they learn. We believe parents are responsible for assuring their children take advantage of the educational opportunities provided.

In the light of these responsibilities and beliefs, the Georgia Board of Education places accountability on staff employed in the Georgia Department of Education, on staff employed by local school systems, on students and on local boards of education.

The State Superintendent of Schools shall recommend Standards of performance in each of these areas of accountability as a basis for evaluating achievement of the expected outcomes.

The Georgia Department of Education is responsible for determining whether local systems and schools meet Standards. The procedure will be as follows.

- The administrator of the Standards unit will be responsible for the administration and application of Standards. Members of the professional staff will be assigned to visit all school systems in the state to apply Standards between October 1 and December 31 each year.
- In addition to the required Standards, field-test Standards will also be applied. The required Standards reflect minimal requirements which all schools and school systems must meet. In order to fulfill the state's obligation to evaluate the instructional program of each public school, these Standards will be applied and enforced. The field-test Standards will not affect a system's classification status but will be applied in the same manner as the required Standards.
- After the evaluation in 1982-83, a schedule was established which permits an on-site visit of each school and system at least every five years. The application of school Standards will be made by a visiting team. Until a school achieves Standard status, it will be visited as needed to provide assistance in meeting Standards. Evaluations and reports will be made during the interim period between team evaluations by the Georgia Department of Education staff.
- The department reserves the right to visit any school during any year to monitor for continuing adherence to Standards.

Enforcement

If a school or system fails to eliminate Standards deficiencies, the Georgia Board of Education will take appropriate action to assure compliance with Standards.

Development and Evaluation Process

The Standards Development and Evaluation Process is a systematic method for the collection, analysis and organization of data annually to provide a basis for decision making about public school Standards. The process involves three phases.

Phase I — During this phase Standards are applied in all public schools and school systems in the state. The statewide evaluation questionnaire is included. These procedures are designed to generate information on the number of systems and schools meeting Standards and the acceptability of each of the required and proposed (field-test) Standards.

Standards are applied during the period from October 1 through December 31 of each year. Each superintendent and principal must respond to each Standard. In the event a Standard is not met by the system or the school, it is the principal's and superintendent's responsibility either to submit by January 31 an update (DE Form 1166) indicating that the Standard can currently be met by the school or system, or to submit by March 1 a remediation plan (DE Form 0613) indicating the system's plan for correcting the deficiency within a specific time.

The administration of the Standards evaluation questionnaire occurs when Standards are applied. It is designed to gain input from the education community as a whole to allow for specific recommendations on a Standard-by-Standard basis. During this process new Standards may be submitted for consideration. All proposed new Standards must meet the established criteria outlined in the questionnaire. They will be subjected to rigorous examination in subsequent phases. The application and evaluation data obtained in Phase I will be summarized and used as base line data for Phases II and III.

Phase II — This phase consists of a workshop which provides for the evaluation of Standards by an external committee of local educators and representatives of the major education organizations within the state. The task of the external committee is to review the data obtained in Phase I, and based on such data, recommend acceptance, rejection or revision of each Standard. Each proposed new Standard will also be subjected to evaluation by this external committee. This phase of the evaluation process produces additional data which are then used in Phase III.

Phase III — This phase consists of a workshop which provides for the evaluation of Standards by an internal evaluation committee composed of department of education office heads and the state superintendent's staff. This phase uses the data generated from Phases I and II to develop recommendations for consideration by the state superintendent and Georgia Board of Education concerning the final status of each Standard.

All summary information from the three phases is available to local system after the final recommendations are made to the State Board. In March of each year, the recommended Standards are presented to the State Board for consideration until the April meeting when final action is taken by the board. After the State Board approves the Standards and interpretation of each, no further changes are made until the evaluation process is repeated the following year.

Standards Classification

A school or school system may be classified as Standard, Probationary Standard or Nonstandard.

Standard Status is assigned to a school system or school which has undergone an on-site evaluation and meets all school or system standards. A certificate is awarded to each Standard school and system in the state to show its Standard status.

Probationary Standard Status is assigned to a school system or school when it fails to meet all Standards. Probationary status indicates that the system is in the process of remediating its deficiencies either at the school or system level in a time period acceptable to the Georgia Board of Education.

Nonstandard Status is assigned to a school system or school which fails to meet all requirements, fails to submit an acceptable remediation plan or fails to remediate its deficiencies during the probationary period. The local board may be called upon to show cause why state funds should not be withheld if the system or its member schools fail to meet any of the required public school Standards or fail to submit an acceptable plan to remediate its deficiencies.

The local school system superintendent and the local board of education ultimately hold responsibility for the educational program, school facilities, employment of staff and the overall management and operation of all local schools. The system's responsibility with respect to public school Standards is to insure that the system and all schools in the system meet the minimum Standards required by the Georgia Board of Education.

Individual schools may be adjudged Standard if all required Standards are met by the school. Each school is held accountable for school level Standards, and the school's classification is based on actual performance by the school. Standard classification for all schools in a local system is a prerequisite for a system to be adjudged Standard.

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Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies or practices.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II — Peyton Williams, Jr., Associate Superintendent of State Schools and Special Services
Title IX — Myra Tolbert, Coordinator
Vocational Equity — Ann Lary, Coordinator
Section 504 — Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title VI, Title IX, Title II or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, 231 State Office Building, Atlanta 30334, to the Regional Office for Civil Rights, Atlanta 30323 or to the Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

Standards and Assessment Division
Office of Planning and Development
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel, State Superintendent of Schools
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